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# AntFarm Works Skills Curriculum

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# AntFarm Works Skills Curriculum

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Occupational Therapy | Rehabilitation and Therapy

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# 2010- 2011

## AntFarm Worker Ant Curriculum



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## **Antfarm SWOT Narrative**

This SWOT analysis focuses on identifying themes and risks that may support or hinder AntFarm and its prospective future. The purpose of a SWOT analysis is to review existing strengths, weaknesses, opportunities, and threats that are present and how these can affect the vision, mission, and goals of an organization. A variety of stakeholders, both internal and external, have buy-in to this program in regards to the specific capabilities and outcomes it offers. The internal stakeholders involved in this process are Two Foxes Singing (Numpa), Damon Schwab, professors at Pacific University, students, youth, community volunteers, and service-providing volunteers who have already begun contributing to AntFarm. External stakeholders include youth, the local community including businesses and family, as well as community educators (Lindsay Williams with Community Connections, Mikki Proffitt and Diane Johnson with Sandy High School), the Estacada Career and Technology Education Center (Cheryl Renton) mental health professionals, community practitioners (Nina Danielson with Trillium Family Services), Sandy Action Center, Clackamas Juvenile Justice System, Bureau of Land Management, Sandy Community Center, Department of Health and Human Services, Clackamas Law Enforcement, Clackamas Community College, and local religious groups. All stakeholders are instrumental in the development of this organization and influence the critical processes of producing a strategic plan for the future.

Throughout the process of data collection and SWOT analysis, several themes emerged including volunteer staffing and financial support, collaboration with outside resources, and the accessibility of AntFarm's services. Woape's AntFarm program has numerous community volunteers who provide support in facility and curriculum construction as well as working with youth during the initial stages of development. These volunteers range from interested community members to unpaid occupational therapy students. This level of support has been a strength for the organization. It promotes familiarity with the organization and also subsidizes the need for more full time equivalent (FTE) positions than are currently staffed. With two full-time occupational therapy student interns at a time (at least through August, 2011), AntFarm is receiving staffing support to further advance development of the program. The level of staffing and volunteer support is in a continual state of flux as student interns serve a limited period of time in the program. New students must become oriented before they can be expected to meet staffing needs filled by previous students. Volunteers' interest and time availability to provide

support is inconsistent, rendering a potentially unstable flow of volunteers and work crew to the organization.

AntFarm is currently not self-sustainable as a non-profit and is ineligible for small business loans. Therefore, program development is dependent upon financial support from outside funding sources. Staff must continue to develop proposals for grant funding. This creates a need to address specific levels of productivity and outcomes, creating a need for more staff. To assist in this, a local CPA is volunteering time to support the financial infrastructure of this organization. To ensure stability AntFarm must move towards consideration of more FTE staff, of which there currently is only one, and not enough funding to support additional positions at this time. This threat to sustainability of the program needs to be addressed by ensuring renewable and constant sources of funding and unpaid staffing positions to ensure that as much progress can be made before productivity decreases with loss of student interns. Lastly, should something happen that inhibits AntFarm's only FTE from continued participation, the program would most likely dissolve.

A second theme that is evidenced through synthesis of the SWOT data that correlates with the level of support is the current level of collaboration with outside organizations. AntFarm has a variety of organizational collaborations which contribute to successful development of the program through opportunities for growth. Many collaborative relationships have been established in the past including: the Bureau of Land Management, which provided AntFarm with a five year contract promoting development of AntFarm programming; Catherine Freer Wilderness Program, which provides financial support and a vision for opportunities for future growth of Woape programs; and Sandy High School which provides referrals for youth to participate in current and future AntFarm programming. These collaborations provide an opportunity for AntFarm to become more stable in the community as more community members and organizations learn about and take an active part in the development of the program. However, interviews with stakeholders revealed that the community as a whole is wary and not entirely receptive to new programs in the area. This could potentially hinder initial support from the community for AntFarm.

The growth of the program relates to the third emergent theme of accessibility. AntFarm is centrally located in Sandy, Oregon with a prime location for attracting area youth as well as other Clackamas County and Multnomah County youth en route to the mountain. Although the

structure is currently being built, it will be fully ADA (Americans with Disability Act) accessible, promoting more opportunities for participation, and has adequate space for growth and development of the program. In addition, AntFarm has a functioning website with links for volunteers and donations. This level of accessibility is a great strength for AntFarm in trying to gain support as there is no other program in the county that addresses the youth needs that currently exist. With a centrally located and highly accessible structure, the organization is visible to the community which will allow for an increased community awareness which is necessary for the program to sustain and continue to develop its clientele. However, a primary concern of many stake holders is that transportation for youth within the area is severely limited due to cuts in funding. This has the potential to reduce attendance to AntFarm as many youth live outside of Sandy proper.

The last major theme that emerged from the SWOT analysis related to the degree of experience. As previously mentioned, there is currently no other organization in the county that addresses the needs of community youth. For an organization to succeed, it requires levels of experience from those operating it who are able to draw on past experience and evidence-based programming and knowledge. Two Foxes Singing, the sole FTE for AntFarm, possesses a great deal of experience in both the community, in occupational therapy (the base for the program), and in working with youth. As part of Woape, Two Foxes Singing worked with adolescents to develop vocational skills through a \$30,000 ARRAS Youth Award in 2009 and demonstrated positive work readiness outcomes in youth participating in the program. These positive outcomes provide evidence as to the effectiveness of AntFarm's program development and the experience provides a framework for future sources of funding and community support. Other professional internal stakeholders with experience to offer include those mentioned prior.

## **Evidence for Development of Work Skills Curriculum**

According to the second edition of the Occupational Therapy Practice Framework (OTPF), *work* is considered a meaningful occupation with domains covering employment interests and pursuits, employment seeking and acquisition, and job performance (American Occupational Therapy Association [AOTA], 2008). Furthermore, the American Occupational Therapy Association (AOTA) states that “the acquisition and sustenance of work skills and work behaviors is a developmental process that begins in childhood and continues through adolescence, adulthood, and old age.” (AOTA, 2000, p. 626) Work provides economic support, and contributes to the development of an individual's self-image, self-worth, and social status (Szymanski & Hershenson, as cited in Koch, 2000). In the United States, it is expected for youth to have the necessary skills to make the transition from school to engaging in meaningful and gainful work. It is seen by many to be a right of passage into adulthood. Becoming educated in how to make this transition can, for many, be challenging. According to Lewko (as cited in Bazyk, 2005), individuals most often learn about work by participating in social institutions, particularly through interactions with family, school, peer groups, community, and local culture. Not all individuals, however, are exposed to or have direct access to these types of interactions. It is within the occupational therapy scope of practice to address development of these skills in this under-served population.

Throughout the United States, there are organizations that seek to address the transition that youth make into adulthood, including the transition from school to work. Many of these programs target youth that are currently enrolled in school and address concerns with support from school vocational counselors or special education teachers and, less often, occupational therapists. This formal transition process aims to prepare students to begin performing adult responsibilities for a successful transition from high school to post-school activities, such as vocational or work related tasks. Youth entrepreneurial and vocational programs provide opportunities for youth to interact with adults in real work settings through training and on-the-job learning experiences. These programs focus on present employment needs as well as long-term career and life goals (Bronte-Tinkew & Redd, 2001). They also aim to nurture development of necessary vocational skills including leadership, self-esteem and efficacy, and teamwork. With the expectation of youth possessing these skills before entering the workforce, it is

important to consider how and where they are learning them, particularly for youth that are not currently enrolled in school.

In 2008-2009 Sandy High School, located in Sandy, Oregon, reported that two percent of their student population (27 youth) dropped out during the school year (Oregon Department of Education, 2009). Of those twenty-seven youth, four were classified as having some type of learning or physical disability. Research indicates that one risk factor for high school dropouts includes low socioeconomic status. This population demonstrates an increased incidence of learning disabilities as well as a lack of resources to seek treatment or intervention for overcoming the effects of these disabilities (Ingrum, 2006). In addition, Hanley-Maxwell et al. (as cited in Koch, 2000) found in their review of literature that students with physical or learning disabilities were twice as likely to drop out of school, as well as more likely to experience high rates of unemployment, and receive low wages when compared to non-disabled peers (1998). A connection can be observed between these individuals' lack of preparedness for life post-high school and their ability to find and maintain meaningful employment. With students failing to learn necessary skills prior to graduation from high school, they lose the advantage of becoming prepared to perform successfully in any job they do find. This indicates the importance of vocational preparedness needed by youth as they transition into the work place. Fortunately, this has not gone unnoticed by policy-makers who have similarly realized the importance of youth developing vocational and entrepreneurial skills. As a result, initiatives have been developed in order to address this need, including the Future Entrepreneurs of America Act and the School-to-Work Opportunities Act.

While programs have been developed to address the need for vocational skills in the adolescent population, few evaluations of programs have been performed, providing limited evidence of their success. Typical outcomes of school-to-work transition programs include, but are not limited to, improvements in academic performance, increased problem solving ability, educational attainment (ie, graduation from high school, GED attainment, or college enrollment), an increase in school attendance, improvement of practical skills (ie, teamwork, problem solving, decision making), growth in leadership development, short-term economic advantages, social development, enhanced social psychological development (ie, self-esteem, self-efficacy), and improvements in interpersonal relationships (Bronte-Tinkew & Redd, 2001). Evidence pertaining to the degree of effectiveness is limited as the specific activities/ interventions



performed, and the population that they target, vary. It is important to consider that “longitudinal youth employment studies can demonstrate a predictive relationship between such programs and youth outcomes, but cannot prove causality” (Bronte-Tinkew & Redd, 2001). Since causality between programming and outcomes has not yet been demonstrated, the established pathways for implementing change from other successful programs are currently the standard for future development of youth programs.

With an occupational therapy philosophy as the base for this development of this work skill program, it is appropriate to consider using various frames of reference and theories, such as the cognitive-behavioral model. The cognitive-behavioral model of practice, according to Ikiugu and Ciaravino (2007), is a blend of behavioral theory (based on B.F. Skinner’s theory of operant conditioning) and cognitive theory (based upon Ellis’ Rational Emotive Behavioral Therapy and Albert Bandura’s Cognitive Social Learning Theory). The aim of this blend of theories is to train the individual to learn adaptive behaviors and responses in order to successfully interact with their environment. According to the Cognitive-Behavioral Theory, typical interventions to use include shaping, chaining, role playing, and providing feedback through reinforcement of appropriate behaviors. All of these theories are implemented throughout AntFarm’s work skills curriculum. These interventions relate directly to the philosophy of occupational therapy in regards to emphasizing occupation and the client-centered perspective (Ikiugu & Ciaravino, 2007). When considered within an occupational therapy philosophy, the Cognitive-Behavioral Theory promotes opportunities for “occupational performance, environmental modification... and education/counseling to facilitate performance for participation” (Ikiugu & Ciaravino, 2007, pp. 193). These key constructs are implemented to promote the client’s understanding of the occupationally driven activities, such as communication and emotional regulation activities to support worker relationships or other factors relating to job performance.

Other basic conceptual models use a social psychological approach to address development of work skills through the use of self-efficacy. Self-efficacy, as defined by Breinbauer & Maddaleno, is “the level of confidence a person feels about performing a particular activity, including confidence in overcoming the barriers to performing that behavior” (p. 122). Carl Roger’s Humanistic principles of learning apply the belief that learning involves both cognition and emotions. Also, that people learn best when they believe the material to be relevant and take an active role in their own learning process. This self-efficacy influences a

youth's effort, persistence, and achievement in academic, social, and physical realms which also translate to work (Huebner, Emery, Shordike, 2002). Self-efficacy development is one of the tenets of the world's largest youth work readiness program, Junior Achievement. This school-to-work transition program, founded in 1919, follows the philosophy that students with a higher degree of self-efficacy set more vigorous goals for themselves which creates a more resilient and successful youth in the workplace (Junior Achievement, n.d). In addition, student alumni of the program reported that development of self-efficacy helped to create a sense of future planning and success, a prime component in goal setting and attainment.

Future orientation is the framework that allows students to successfully explore career options through gathering information about their interests and abilities (*employment interests and pursuits* subcategory of AOTA's Occupational Therapy Practice Framework), learning details about skills for the job market (*employment seeking and acquisition*, OTPF), and setting short-term and long-term career goals (Koch, 2000). Through analysis, a student critiques his considerations and plans for eventually following a particular career path based on his perceptions of what realistic options and outcomes exist. According to research by McCabe & Barnett, as cited by Bazyk (2005), future orientation "allows the individual to develop expectations about the future, set goals, and give personal meaning to future events which, in turn, directs future-oriented behaviors including the delay of gratification and achievement-oriented behaviors." This indicates a necessity to assist youth in moving from a present-time orientation, or simply doing activities on a daily basis without a long term perspective of the consequences, to an understanding that their daily activities shape the development of their future accomplishments. Occupational therapy is uniquely qualified to aid youth in making this connection through collaborative and client-centered goal-setting. This consideration of the future through goal setting may be particularly useful for youth that function in a present-time orientation. Individuals with a present-time orientation may need additional resources and support to develop meaningful work goals to create a vision for their future, as post-secondary education is often not always a primary consideration (Bazyk, 2005).

One theory that encourages an individual to plan for their future is the Goal-Setting Theory (Breinbauer & Maddaleno, 2005, pp. 87-93). This theory follows the belief that setting goals promotes better performance, as individuals who set goals push themselves harder and develop strategies for carrying out tasks necessary to achieve those goals. This model, according

to Breinbauer & Maddaleno, is unlike other behavior change models in that it is structured on the belief that individuals may have different goals and may vary in how they value different behaviors associated with accomplishing those goals (2005). These behaviors may be targeted through use of cognitive-behavioral interventions such as shaping, chaining, and role playing. Interventions may focus on shaping appropriate behaviors to reach goals through environmental modifications and reinforcement. Other interventions may use forward chaining, or teaching basic skills before progressing to more complex skills, such as in teaching communication skills prior to teaching job interview skills, to reach the target behavior. Using Bandura's Cognitive Social Learning Theory and role playing interventions, the student can visualize the solution to a problematic situation through observation of modeling of the target behavior by the facilitator. The Goal-Setting theory promotes visualization of the future and behaviors necessary to achieve that future, instead of "merely reacting to daily events in which they respond to the needs of the moment" (Breinbauer & Maddaleno, 2005, pp. 88). It is well fitted for application with those individuals with a present-time orientation. The development of well-defined goals, both short-term and long-term, is a feature of many vocational skill programs. This is because they are seen to help youth understand why and how a task should be completed and how it affects their vision of what they want to accomplish in the future. Making this connection between contribution of the youth and the outcome of interest is important for promoting the decision making and problem solving skills necessary for obtaining and sustaining a job. While the process of developing these skills may be initially complex, guidance provided by a mentor or teacher to create smaller, incremental goals leading to a larger, overarching goal, as well as suggesting viable strategies to achieve the goal, has a strong potential to increase adolescents' feelings of self-efficacy and ability to succeed (Breinbauer & Maddaleno, 2005, pp. 89).

The development of problem solving skills is another outcome of most vocational skill programs. Problem solving skills are considered one of three necessary foundations for work by the United States Department of Labor in the Secretary's Commission on Achieving Necessary Skills (SCANS) (1991). The purpose of the SCANS was to define the skills needed for employment and to propose acceptable levels of proficiency in each (Bronte-Tinkew & Redd, 2001). The foundation includes basic skills such as reading and speaking, thinking skills which include visualizing and problem solving, and personal qualities such as honesty and self-esteem. From that foundation, five competencies were developed: resources (the ability to identify,

organize, plan, and allocate resources), interpersonal skills (the ability to work with others), information (the ability to acquire and use information), systems (the ability to understand complex relationships), and technology (the ability to work with a variety of technologies) (United States Department of Labor, 1991). Some programs additionally focus on transition skills (skills for the transition to independent living), job search skills, and job maintenance skills (Wagner, 2006).

Job maintenance skills are often the focus of school-to-work transition programs and can be delivered through models such as supported employment. Supported employment focuses on individuals with disabilities and provides ongoing support and training to assist the individual with seeking and retaining competitive employment (Koch, 2000). The service may be delivered through four different approaches: individual placement, clustered placement, mobile work crew, and entrepreneurial endeavors (Koch, 2000). Clustered placements, or enclaves, aim to train a small group of supported employees to work in a specific job site. Individual placement often follows the competency theoretical approach (Huebner et al, 2002) in which the individual's skills are directly matched with an appropriate job and the purpose of the work experience is to further develop competence in a targeted job. This model of service delivery is the most inclusive and the eventual outcome of most vocational training programs.

Several assessments have been developed to monitor the progress of youth as they prepare to transition into the workplace, and assess how they are able to perform within this new setting. One of these is the Adolescent Role Assessment (ARA) which has been researched for its use as a measure of career adaptability with youth. Though further research needs to be completed before widespread implementation of the assessment in occupational therapy practice, there are recommendations for revisions of the ARA for its use in addressing career adaptability with youth with and without disabilities. An assessment of career adaptability in the youth population would benefit a curriculum designed to address skills and job maintenance. In addition, it would complement the work of occupational therapists in schools who often collaborate with special educators, whose current best practice is to address concepts related to developing career adaptability, including self-determination and self-evaluation (Huebner et al., 2002). It is necessary to consider the approaches of other professionals involved in career and vocational training with youth, as community collaborations and special education professionals are often the ones leading this training, rather than occupational therapy practitioners. The focus

of special education professionals and others working on vocational training with youth is to address those at risk for chronic unemployment and potential for long-term poverty. Specific targeted areas of intervention focus on decreased academic and/or vocational skills, poor impulse control, poor self-awareness, and poor understanding of rules and authority (Parese, BWIO). These areas of focus are also within the scope of practice for occupational therapists to address, particularly as they relate to job performance. For these youth, maintaining steady employment through job performance is a “powerful resiliency factor” (Parese, BWIO) that teaches them emotional self-management, problem solving, interpersonal communication, and self-awareness and these traits are an important factor in AntFarm’s work skills curriculum.

AntFarm, located in Sandy, Oregon, utilized the curriculum from Clackamas Community College’s (CCC) Workforce Readiness Assessment to assist in the development of its work skills curriculum. AntFarm’s partnership with CCC’s SMART internship program provides its participants the opportunity to “earn college credit for work-based learning” (CCC, n.d) through participation in AntFarm’s work skills curriculum. The CCC SMART internship program was developed as a means for youth to develop vocational skills through work-based learning in order to earn college credit. The training provided through AntFarm, based on the SMART requirements, facilitates youth in developing entry-level skills to find and sustain employment including skills in time management (with a basis in goal setting to complete tasks), interpersonal relations, attendance, appearance, and problem solving. An additional requirement for the participants to receive credit through CCC, is that through their work based experience, they must create a product. AntFarm provides this opportunity through Market Café. This is located within AntFarm and offers the participants an opportunity to implement the skills they learn in a real life scenario with immediate and constructive feedback.

These objectives from CCC resemble generic work readiness training programs throughout the United States that use a SCANS curriculum base. Initial outcomes for the participation in the program include an increase in knowledge and preparedness related to work readiness and employability as well as interpersonal skills such as positive customer and co-worker interactions, following directions, and working as a member of a team. Longer-term outcomes aim to increase performance in life skills such as problem solving skills, interpersonal communication skills, and skills working with various forms of technology.

The AntFarm work skills curriculum also implements an occupational therapy career adaptability model (Huebner et al., 2002) in which a primary focus is the development of career aspirations. This is what makes the AntFarm work skills curriculum unique from other vocational development programs in the United States. While this program uses the CCC SMART internship to provide students with college credit for engaging in “work based learning” (CCC, n.d.), the students must simultaneously complete AntFarm’s work skills curriculum. This curriculum, using the tenets of CCC’s SMART internship, follows occupational therapy client-centered philosophy and thus involves development of underlying performance skills (sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills) (OTPF, 2008).

Occupational therapists observe performance skills to understand and problem solve the factors that either “support or hinder engagement in occupations and occupational performance” (OTPF, 2008, pp.639). Through development of these performance skills in the context of an AntFarm work setting, students will develop vocational skills, self-efficacy, and future orientation. As a whole, the aforementioned outcomes are directly related to the development of performance skills. The second edition of the Occupational Therapy Practice Framework states that performance skills are “the abilities clients demonstrate in the actions they perform...performance skills are closely linked and are used in combination with one another to allow the client to perform an occupation” (pp. 639). Development of these performance skills in accordance with the appropriate context (ie, supported work environment such as AntFarm) support engagement in the occupation of work. This will increase the youth’s employability, readiness to work, and their overall positive psychological well-being by increasing their sense of self-efficacy. In addition, research has shown that with the attainment of these skills youth subsequently show a reduced rate of risky behaviors, including participation in youth crime and delinquent activities, and decreased rate of anxiety (Bronte-Tinkew & Redd, 2001). This can lead to an increase in self-esteem and self-advocacy. Furthermore, according to the Ohio Department of Job and Family Services (2006), the development of these skills contributes to the employability of youth, a primary focus of this program, and through completion of the work readiness curriculum offered by AntFarm, these youth will be more prepared not only to enter the work force but also to succeed within it.

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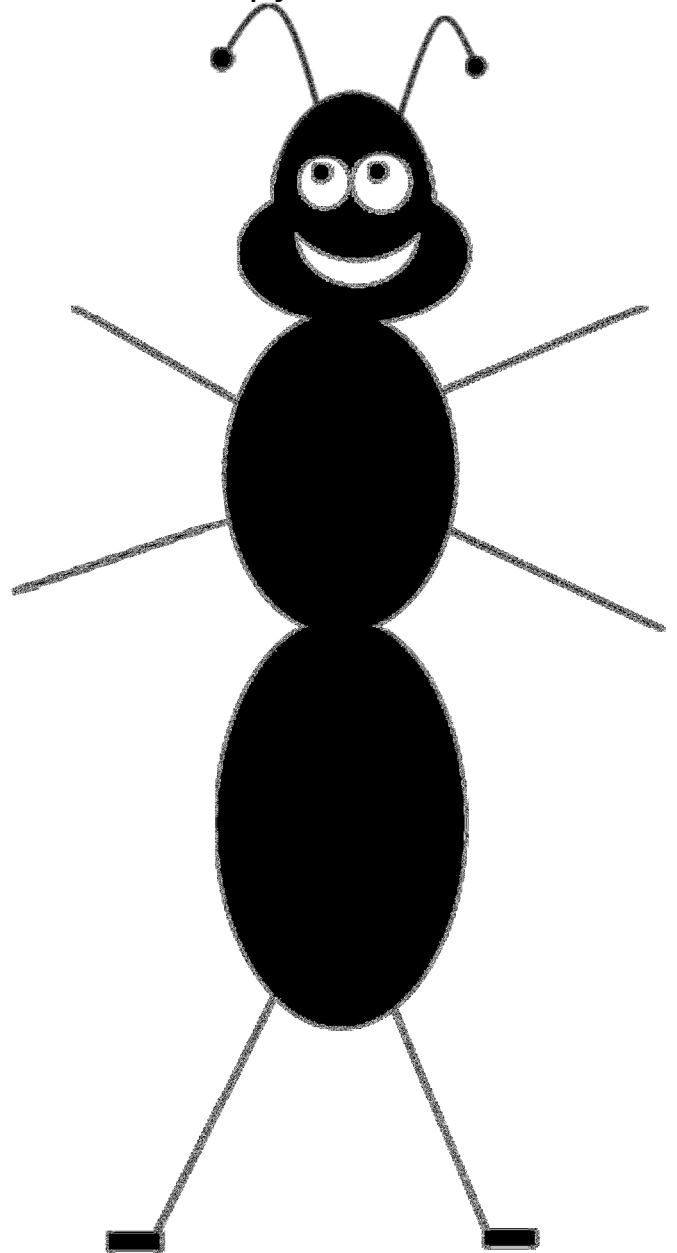


# Worker Ant Curriculum

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# Participant Welcome and Goal Setting

Welcome to **antfarm!!**

## Introduction

- Ice Breaker: Going around in a circle, each student (and facilitator) says their name, and pulls a question out of a hat and answers it. Students should then say why they have joined antfarm.
- After everyone has been introduced and said why they are here, discuss how they are here because they have future goals. Ask for students to volunteer to share 1-2 of their life goals (anything at all!) with the rest of the group.

## Discussion/Activity #1

- Why is it important to have goals?
- In order for goals to be accomplished, you must have a plan. The more detailed a plan is, the more likely you are to succeed.
- Example (use *Handout: How to get a Food Handlers Card*):
  - Provide each student with blank *Handout: Goal Worksheet*. The facilitator will lead group discussion, following completed handout, of how to acquire a food handler's card to work at Market Café. Students will fill out worksheets with facilitator as handout is discussed.
    - a) How am I going to do this?
    - b) What do I need for this to succeed?
    - c) What do I need to do first? REMEMBER: The hardest part of completing a task is starting it!!
    - d) What comes next

## Activity #2

- Now it's your turn! (Give each student blank *Handout: Goal Worksheet*)
  - a. Pick a long-term goal (something within 1 year max)  
Examples: graduating, getting a job, going to college
  - b. Think of 3 things (Short-term goals) that have to happen before that goal can be accomplished.
  - c. What are 3 things that you can do to accomplish those 3 goals?
- Have students refer to food handler's example as needed. Students may ask for clarification from facilitator and other students as needed.
- This exercise is to help the students understand that their daily actions affect how and if they achieve their goal. *There are many steps to achieve a goal and each action (every day) can either help you get towards your goal, or further away from it (EMPHASIZE THIS).*

- Students can work on this *Goal Worksheet* throughout the course and revise it as needed. Remember, the more they think about it and put detail in, the more it will reflect in their daily life. – Provide each student with at least 2 copies.
- After the majority of students have completed the worksheet, have them discuss their goals and how they will complete them. This will help students be accountable to one another. After discussion of each student's goals, conclude class.

Module Objectives:

Occupational Therapy Practice Framework component: indirectly applies to *Employment Seeking and Acquisition*

Occupational Therapy Practice Framework performance skills: *Cognitive* (prioritizing steps and identifying solutions)

Clackamas Community College Workforce Readiness Objectives: N/A

# Professionalism at Work

## Introduction to professionalism

- What is a *Professional*?
  - Definition of professional: “a person competent or skilled in a particular activity” (Oxford World Dictionary, [www.oxforddictionaries.com](http://www.oxforddictionaries.com))
  - Ask students to name a profession they may have experience with or someone they know that they consider a professional.
  - Why do they consider that person or that career as a professional one?

## Activity #1

On the Job Behaviors: *DOs and DON'Ts*

- Divide participants into small groups.
- Assign each group a local area business to visit.
- Students will observe the professional behaviors of staff in the assigned business. Remind students that they have 45 minutes for this activity. Remind students to look at how employees are dressed and how they act with each other and with customers (Are they answering their cell phone? Are they shouting?).
- Each group should write down a list of good professional traits they observed as well as traits that could be improved upon.
- After 45 minutes, all students should have returned. If some have not, continue with group- do NOT wait.
- Have each group present what they observed.

## Discussion/Activity #2

- What is *Professionalism*?
  - Definition: “the competence or skill expected of a professional” (Oxford World Dictionary, [www.oxforddictionaries.com](http://www.oxforddictionaries.com)).
  - What are some general traits of being professional?
  - *Why does each of these matter in the work place?*
- Provide *DOs and DONTs* handout and review each bullet with class. Ask for volunteers to read examples out loud to the group.
- Watch *DOs and DONTs* video of professional behaviors. This video demonstrates appropriate and inappropriate behaviors in the workplace.
  - After each scenario ask students to describe which behaviors were inappropriate. Students should then provide suggestions to improve professionalism in work interactions.
  - Continue video scenario to show revised interaction with appropriate and professional behaviors.

## Discussion

- So what are important traits to have to be a professional?
  - Competency : Having the necessary ability, knowledge, or skill to do something successfully
    - Ex. Why should we be competent? Imagine a professional who you didn't think was skilled/competent. We want our doctors to be competent when performing an operation and the same is true of all professions. When we seek out a service we expect a certain result and that result demonstrates competence.
  - Trustworthiness: Able to be relied on as honest or truthful. Why is this important in the workplace?
  - Respectfulness:
    - Ex. What should we be respectful of? Other people's needs, beliefs, concerns, and values
  - Considerate: Careful not to cause inconvenience or hurt to others
  - Empathetic: The ability to understand and share the feelings of another.
  - Communication: Is what you want to say understood by others and is what they are saying understood by you?
  - Cooperative: Never use the phrase "that's not my job" – Instead think, "How can I help others?"
  - Dependable: Do what you say you will do.

## Review topics of the day

### Module Objectives:

Occupational Therapy Practice Framework component: *Job Performance*

Occupational Therapy Practice Framework performance skill: *Cognitive* (judging appropriate clothes for the situation), *Communication and Social Skills*

Clackamas Community College Workforce Readiness Objective: *Appearance and Interpersonal Relations*

# Self-Awareness and Emotional Regulation in the Workplace

## Introduction

- Review discussion of future orientation and goal setting from prior week.
- Difficult or long term goals are more achievable if we break them into smaller parts.
- Other things that affect success in goal achievement:
  - *Beliefs, Attitudes, and Perceptions.*
- These beliefs, attitudes, and perceptions help us to justify our actions.
- However, sometimes we have different beliefs or opinions than those of a co-worker or customer, which can be frustrating.

## Activity #1: “20 Questions”

- Facilitator: Use these 3 items in order (these items should vary in difficulty. IF participants are NOT able to get sunglasses do not use “watermelon seed.”)
  - Rabbit
  - Sunglasses
  - Watermelon Seed
- Rules:
  - Group can only ask “yes” or “no” questions
  - Group members must ask questions in order around the circle.
  - If students are having difficulty, facilitator may provide minimal cuing to get students on the right track. The goal is for students to feel frustrated, but still be successful.

## Discussion

- Ask participants to reflect on how they felt throughout the activity (i.e., frustrated, anxious, excited, etc).
- **IMPORTANT:** Participants should NOT name names, point to other members of the group, or state exactly what was said by another individual when discussing emotions.
- Other examples: What makes you upset or frustrated
  - Examples may include anything from a parent getting upset, to a co-worker being late, to someone at school talking behind their back.
- **How do we manage our emotions?** Does this change in the workplace?
- The **1% Rule** (Madigan Army Medical Center, 2010):
  - This rule states that we only have control over 1% of our environment, and that is our own behavior. We cannot control the weather, the building, or other people. When we respond to something out of anger, we are letting someone else control our emotions or the only part that we actually have control over. Emotional Regulation exists because it allows us to stay in control of our 1% and not let it be controlled by others.

## Activity #2

- Play *Emotional Regulation* video for students. This video demonstrates appropriate and inappropriate emotional reactions to potentially stressful work situations.
- After each scenario, stop the video and have students discuss what they observed. What went wrong? How could the employee have reacted instead?
- After all three scenarios have been discussed, turn off the video and continue to next activity.

## Activity #3

- Print scenarios of stressful work situations (see attached handout: *Stressful Work Scenarios*) on index cards or small pieces of paper. Place in pile or hat.
- Have students draw scenarios in pairs. One student will role play part of employee and other student will role play part of customer/co-worker/supervisor.
- Give students a few moments to prepare a 2-3 minute skit and then ask them to role-play it in front of the group. The goal is for students to show the problems within the scenario and to present a better alternative to the group following learned guidelines of self-awareness, communication, and self-regulation.

## Wrap-up

- Review how regulating your emotions can help contribute to students successfully getting what they want.
- Review how setting goals help students get what they want and keeping check of their emotions helps support them in achieving that goal.

## Module Objectives:

Occupational Therapy Practice Framework component: *Job Performance*

Occupational Therapy Practice Framework performance skills: *Communication and Social Skills* (acknowledging another person's perspective during an interchange), *Emotional Regulation Skills* (identifying, managing, and expressing feelings appropriately during an activity), perhaps *Cognitive Skills* and *Sensory-Perceptual Skills*.

Clackamas Community College Workforce Readiness Objective: *Problem Solving, Interpersonal Relations*



# Communication at Work

**Warm-up activity:** Pointing Game (see attached sheet)

- Give participants a general subject. Students will begin a sentence and others in the group must complete that sentence when the facilitator points at them.
- Discuss how even with simple subjects, removed from negative emotion, we had to slow down and think about what was said before we could say what we wanted to say.

## Activity #1

- Divide participants into small groups.
- Assign each group a local business to visit with the assignment to observe the professional behaviors of staff. Remind students that they have 45 minutes for this activity.
  - Remind students to look at how employees are dressed and how they act with each other and with customers (body language, attending to customer needs and being helpful).
- Each group should write down a list of what they heard as clear professional communication and unclear professional communication.
- After 45 min has ended, all students should have returned. If some have not, continue with group- do NOT wait.
- Have each group present what they observed.

## Reflection and Discussion

- What different ways are there to communicate?
  - Verbal, nonverbal (body language), sign language, etc.
  - Body language says more than verbal communication.
- What kind of barriers are there when we try and communicate with others?
  - Not understanding, different languages, physical barriers, anger, outside noise, concentration, etc.
- Emotional vs. Rational communication
  - What happens when we let emotions take control of the communication? We stop listening. Do emotional discussions slow down or speed up? Think about the speed at which you had to think during the pointing activity- it was slow because you had to think. When we get angry, we react and talk AT someone instead of talking TO them.
- Successful communication goes 2 ways
  - You have to talk **with** not **to** someone.
  - If one person is speaking aggressively, the other person may become defensive. This acts like a shield, preventing communication in and out.
- Make sure you understand what your needs are and what their needs are.

**Review**

- Why is it important to understand the different types of communication?
- How does it help to think about our emotions when we communicate?

**Module Objectives:**

Occupational Therapy Practice Framework component: *Job Performance*

Occupational Therapy Practice Framework performance skills: *Communication and Social Skills*

Clackamas Community College Workforce Readiness Objective: *Interpersonal Relations*

# Identifying Employment

## Introduction

- Have students get into small groups and describe what their perfect job would be. Anything in the world.
- Make sure they include where it would be, what they would be doing all day at work, what they would be paid, what hours it would be, any job benefits, and job requirements.

## Discussion

- Why is it important to have a job?
  - It is important to be able to contribute to society, support yourself and others, and be able to afford the things that are meaningful to you.
- How do you find a job that you can enjoy?
  - The first step is to find what you like doing
    - Give students a copy of *Career Clusters Interest Survey* (States' Career Clusters Initiative, [www.careerclusters.org](http://www.careerclusters.org)). Students will have 25 minutes to fill out interest checklist. This activity will help students decide what they are interested in to help identify employment options.
    - Why is this important? "If you love what you do, you will never have to work a day in your life."
  - The next step is to identify possible employment interests based on those results. How do I do this?
    - Find places you would be interested in working and call and ask if they are hiring.
    - Look in the newspaper under the classifieds.
    - Go on line and search for jobs in the area.
    - Go to website of employment interest and see if they are hiring.

## Activity #1

- Supply multiple copies of recent local newspapers for students to browse through.
- Students will look through classified ads to locate 2-3 jobs of interest.
- After students identify jobs of interest they should brainstorm, as a group, a list of appropriate questions to ask the employer about the job position.
  - Example:
    - What are the hours of the job?
    - What skills do you need for the job?
    - Are there age restrictions?
    - Salary? Days needed? Health benefits?
- Students will then either call the employer or, if local, visit the employer to ask questions brainstormed by the group. Students should write down answers to questions on paper

and return to the group (allow up to 45 minutes for students to travel to location in town, if necessary).

- After students have re-gathered, ask for some students to volunteer to share their experience.
  - Which employer did they contact?
  - Why were they interested in it?
  - What information did they find out from the employer?
  - Are they still interested in the job after finding out more details?

### Discussion

- Some jobs are difficult to apply for without experience.
- Businesses often are looking for those who have experience in that field or a related field.
- If you do not have experience in a particular area of interest, you can call the employer and ask if they are accepting interns.
- If they are not accepting interns, maybe you can shadow an employee for a day. Why would this be beneficial?
- Experience
  - Firsthand look at what really happens in that industry
  - Make sure it is something you still want to pursue

### Review

- Review with students different methods of finding a job
- Now that they have an idea of where they might want to work, next week they will be picking up and practicing filling out applications.

### Module Objectives:

Occupational Therapy Practice Framework component: *Employment Interests and Pursuits*

Occupational Therapy Practice Framework performance skill: *Cognitive skills* (prioritizing steps and identifying solutions) and *Communication and Social skills* (initiating and answering questions with relevant information).

Clackamas Community College Workforce Readiness Objective: *Problem Solving*

# Filling Out an Application for Employment

## Review of previous week:

- Discuss with students how they felt when looking at job interests last week.
  - Did they find something they liked?
  - Do they still have more work to do to find out what they are interested in?
- Discuss how the purpose of last week was to find the type of job that best fits the students' strengths and interests so that they can be most successful in that job.
- After last week you have an idea of what job you could be looking for. What's next?

## Discussion/Activity #1: Requesting the Application

- The next step after identifying a job of interest is to request an application.
- Rules to Remember:
  - Ask for the application face to face with someone if possible. Why?
  - Introduce yourself with a hand shake.
  - Look them in the eye.
  - Tell them what you are looking for (a job).
  - Politely ask for the application.
  - REMEMBER, you can ask for 2 or make a copy for a rough draft!
- Have students walk around the room and practice this with at least 3 other people.
- Students will then give feedback to each other about their request.
  - Were they looking at each other in the eye? Did they clearly introduce themselves?

## Activity #2:

- Now that the students have practiced with each other they will go out into the community to pick up an application.
- Last week students identified a place of interest for employment where they can pick up an application. Encourage students to visit those locations to demonstrate follow-through of their earlier inquiries.
- Students may do this activity in pairs but group size should not exceed three people. Facilitator may accompany as necessary for students who may require more cuing for navigation around town.
- Students will have 30 minutes to go out into the community to pick up a job application at a local business of interest. Students should individually ask the employer for an application, following rules practiced earlier. Provide each student with a folder to put applications in to avoid damage.
  - Even if an employer says they are not hiring ask them if you can still have an application for practice.
- After 30 minutes each student should have returned with 2 paper copies of a job application.
- Students should then reflect as a group about their experience.
  - How do you think you did?
  - Did you remember to shake the employer's hand?
  - Did you speak clearly when you introduced yourself?
  - Did you remember to ask for two copies?

### Activity #3:

- Now that you have a job application, how do you fill it out?
- Students will have different job applications with different questions. The facilitator will demonstrate how to fill out the *Sample Application for Employment* worksheet to discuss the common components of job application.
  - Encourage students to follow along with relevant sections on their own job application and ask questions as necessary for clarification. Since applications will differ some students may not have certain sections to fill out. Encourage them to continue to listen until their application components again match the sample.
- Facilitator will discuss components of job application as listed on sample *Application for Employment*. If more detailed explanation of sections is needed, refer to handout *Guidelines for Filling Out an Application*.
- Some students may not have all information necessary to complete components of job application (ie, GPA, social security number). Encourage them to fill it out to the best of their knowledge.
  - Students may be given highlighters to highlight sections of missing information. This is to remind them to search for the information at home or at school to complete the application.
- After students have completed all components of job applications with their own information, encourage them review their work:
  - Proofread it.
  - Have someone else look over it to make sure there are no unnecessary blank spaces and that it can be easily read (no smudges or crossed out words).
  - Sign and date the application.
  - You are now ready to submit!!

### Review

- Now you have all completed job applications! You won't be turning these applications in just yet.
- When you turn in a job application, you want to provide the employer with a copy of your resume also. The resume helps the employer to know more about you and your specific skills and talents.
- Next week we will be writing resumes. Much of the same information that you needed for your application you will also need for your resume so make sure you find out any information you were missing.

Students should not be turning in these applications. If applications are incomplete students may take them home to complete them. Otherwise, students should leave copies with facilitator to place in student files. If no student file exists, personally identifiable information should be removed from application.

Module Objectives:

Occupational Therapy Practice Framework component: *Employment Seeking and Acquisition*

Occupational Therapy Practice Framework performance skill: *Motor and Praxis skills* (for going out into community), *Cognitive skills* (prioritizing steps to request application, multi-tasking when navigating to location and requesting application), *Communication and Social skills* (maintaining appropriate physical space during exchange, initiating and answering questions with relevant information, taking turns during an interchange with another person).

Clackamas Community College Workforce Readiness Objective: *Appearance and Interpersonal Relations*

# Writing the Resume

## Resume Education

- What is a resume and why do I need one?
  - A resume is a one to two page snapshot of who you are.
  - It tells an employer:
    - What is important to you
    - What education and work experience you have (in more detail than the application)
    - Any experience you may have from other activities that are similar to skills you need for this job.
  - The goal of a resume is to tell the employer enough about you in order to get an interview. Then in the interview, you tell them everything else they need to know.

## Activity #1

- Setup for activity:
  - Give each student a copy of the *Resume Builder Worksheet* and a pencil.
  - Give brief explanation of worksheet (ie, purpose of worksheet is to help you think about the answers and information you want to include in your resume).
  - Facilitator will be available during activity to answer questions.
  - If time allows, the group of students may go through each question together for immediate feedback from the facilitator.
  - The purpose of the worksheet is to prepare students for Activity #2.
- **What are the components of a resume?**
  - Personal information. This will include your name and contact information (phone number, address, and sometimes e-mail address).
  - Profile. This paragraph comes immediately after your personal information and it tells the employer what is special about you. It tells them what specific skills you have, what your strengths are, and accomplishments or achievements you may have.
  - Education. Again, you want to list where you went/are going to school (name and location) and the years.
  - Related Experience. If you don't have prior work experience, this is a great place to put any projects you may have done in the past that make you qualified for the job you are applying for. For example, maybe you volunteered a few times to help cook and serve at a shelter and you are applying for a job in food service. This demonstrates that you have some experience with handling food and interacting with customers. You want to list any achievements you may have earned while in that experience or specific skills you may have learned. For example, maybe you learned to speak conversational Spanish in your time



volunteering at a clinic and now you feel more comfortable with Latino culture and work well with that population.

- References. This page should be separate from the resume. It should list two to three references (personal and/or professional) that can speak to either your experience or your work ethic. Make sure to tell these people ahead of time that you will be using them as a reference so they can be prepared. The reference sheet should include names, contact information (phone number and address, if possible) as well as how you know them (i.e., former supervisor).

## Review

- Review purpose of filling out application and building resume.
  - We fill out an application to get a job where we want. We need a resume to show the employer some of our skills to get an interview.
- Encourage students to consider information still needed to complete resume in next week's module.
- If time permits, students may use Axis Learning Center to format their resume on the computer with assistance as needed from the facilitator or Learning Center tutors. If no time is left, students should make appointments to come in to the Axis Learning Center during the week to complete their resume, with assistance as needed.

## Module Objectives:

Occupational Therapy Practice Framework component: *Employment Seeking and Acquisition*

Occupational Therapy Practice Framework performance skill: *Cognitive skills* (identifying appropriate information necessary for activity)

Clackamas Community College Workforce Readiness Objective: N/A

# Managing Your Time at Work

## Activity: Making a Smoothie

- Break participants into small groups of 4-5 students.
- Need: Smoothie blenders, paper towels, plates, knives, Dixie™ cups, and a garbage can.
- Goal: The goal of this activity is for each team to make a smoothie using certain ingredients that must total less than \$10.
- Each team must budget, plan, purchase, and make this product within 45 min.
- Grading:
  - 25 points: Per type of fruit used
  - 5 points: Per quarter (25 cents) not spent in budget.
  - 20 points: full group participation
  - - 5 points : per minute not used within time allotted
  - - 10 points: per minute past due date
- A team is officially done when the smoothie is poured into at least 10 Dixie™ cups and their area is cleaned and sanitized.

## Discussion

- Did each team meet the time requirements?
  - What helped or hindered them from completing everything on time?
- Did all the members of the team feel like they had a job to do?
  - Who decided on who would have which role?
  - Was it a group decision or an individual decision?
- How did each team feel like they prioritized the activity?
- What would you do differently if you could?
  - It may be appropriate for facilitator to prompt for responses if reflection is difficult due to cognitive delays.
- What did you feel like your team did really well?
- What did you learn from this?
- Why is time management important?
  - We need to make sure that we pay attention to time to ensure that we get everything done that we need to.
- How does it relate to job performance?
  - Our manager or supervisor may give us a list of things to get done before the end of our shift. We need to make sure to manage our time to get everything completed and with good quality so we don't get into trouble.

Module Objectives:

Occupational Therapy Practice Framework component: *Job Performance*

Occupational Therapy Practice Framework performance skills: *Cognitive skills* (prioritizing and sequencing steps to complete activity, multi-tasking through budgeting and planning), *Sensory-Perceptual skills* (for completing smoothie according to correct ingredients and measurements), *Communication and Social skills* (working as a team and coordinating roles to complete task).

Clackamas Community College Workforce Readiness Objective: *Time Management* and *Attendance*

# Interviewing Skills

## Warm-Up Activity

- Have students group up in pairs
- Give groups random objects (i.e., rock, stick, empty soda can, hat)
- Instruct students to sell the object to their partner.
- RULE 1: You advertise the object as what it is.
  - Ex. A hat is not a “hat.” It could be a head warming, hair flattening contraption.
- RULE 2: They must make up at least 3 different uses for the item other than its intended one.
  - Ex. The hat could be a bug catching device.
- After pairs have presented to each other, have them team up to “sell” their item to the rest of the class.

## Preparation for the Interview

- Learn about the organization. You can do this by going online and looking at their web page. Review all information including the Mission Statement.
- Have a specific job or jobs in mind that you are interested in.
- Review your qualifications for the job.
- Be ready to briefly describe your experience, showing how it relates to the job.
- Be ready to answer broad questions, such as:
  - "Why should I hire you?"
  - "Why do you want this job?"
  - "What are your strengths and weaknesses?"
- Practice an interview with a friend or relative.

## Activity #1

- Provide students with list of potential questions to be asked at an interview (*Handout: Mock Interview Questions*).
- Students will pair up and mock interview each other.
- Student pairs should spread throughout the room to allow them to hear each other speaking.
- Each student should role play the part of the interviewer and the part of the interviewee. Students may take turns asking questions as the interviewer, if desired.
- Allow students 30 minutes for activity.
- Remind students to consider how to use their skills of communication to sell their skills to the interviewer.
- Interviewers should provide feedback to partners about eye contact, communication style, and appropriateness of answers.

### Discussion: Personal Appearance

- **Grooming**
  - MEN: Clean Shaven, deodorant applied, combed hair, teeth brushed, NO Cologne or other scented sprays
  - LADIES: Hair neatly done (either up in ponytail or pinned out of face), deodorant applied, teeth brushed, NO perfume or scented body sprays/lotions, NO excessive makeup
- **Appropriate Dress**
  - MEN: Long dress pants (NOT Jeans), tucked in dress shirt or polo, brown or black plain belt, and dress shoes.
  - LADIES: Dress pants (NO capris) or skirt (NO shorter than knee-length), dressy shirt or sweater (NO cleavage showing) that is long enough to cover your stomach if you lift your arms. NO tank tops. Shoes can be flats or heels, without scuff marks or dirt on them, and without excessive patterns or words on them.

### Activity #2

- Have participants list what they believe to be proper etiquette prior to showing video.
- Show *Interview Etiquette* video to class. After each segment, have class discuss appropriate and inappropriate behaviors.
  - What could they do to improve the scenario?
- After video is finished, review rules of etiquette for interview (adapted from Bureau of Labor Statistics, Occupational Outlook Handbook, 2010-2011):
  - Be at least 5-10 minutes early.
  - Learn the name of your interviewer and greet him or her with a firm handshake.
  - Use good manners with everyone you meet. Don't be too casual with the interviewer. Remember this is someone who may be your future employer.
  - Relax and answer each question concisely.
  - Use proper English—avoid slang.
  - Be cooperative and enthusiastic.
  - Use body language to show interest—use eye contact and don't slouch.
  - Ask questions about the position and the organization, but avoid questions whose answers can easily be found on the company Web site.
  - Also avoid asking questions about salary and benefits unless a job offer is made.
  - Thank the interviewer when you leave and shake hands.
  - Send a short thank you note following the interview.

### Review

- Remind students to practice these skills with family and friends because the following week is their antfarm interview.
  - Remind students that they will be graded on preparedness (did they bring a resume?), appearance, communication skills, and professional behaviors.

Module Objectives:

Occupational Therapy Practice Framework component: *Employment Seeking and Acquisition*

Occupational Therapy Practice Framework performance skill: *Communication and Social skills* (initiating and answering questions with relevant information), *Emotional Regulation skills* (managing emotions to match the environment), *Cognitive skills* (judging the appropriateness of clothing for the situation)

Clackamas Community College Workforce Readiness Objective: *Interpersonal Relations and Appearance*

## Final Interview

Students should have scheduled times to arrive for their final interview. This should be a mock interview one-on-one with the facilitator to simulate the type of interview they might encounter when applying for a position at antfarm (ie, in the Market Café).

Students will be graded (using the score sheet attached, adapted from Clackamas Community College Workforce Readiness Assessment) on:

- Timeliness to the interview (Was the student on time? Were they early?)
- Appearance (Was the student professionally and appropriately dressed and groomed?)
- Preparedness (Did the student have a professional-looking copy of their resume and cover letter?)
- Meet and Greet (Did the student greet the interviewer professionally?)
- Communication (Was the student able to articulate clearly and professionally?)
- Focus (Was the student distracted or rambling in response to questions?)
- Quality of discussion (Did the student ask appropriate questions? Was the student knowledgeable about the job position being hired for? Did they know about the organization?)
- Finishing the interview (Did the student thank the interviewer and offer suggestions for follow-up?)

Following completion of the interview students should be given immediate constructive feedback of performance and informed within one week if they would be offered the position (at that point the score sheet will be returned to the student).

Module Objectives:

Occupational Therapy Practice Framework component: *Employment Seeking and Acquisition*

Occupational Therapy Practice Framework performance skill: *Communication and Social skills* (initiating and answering questions with relevant information), *Emotional Regulation skills* (managing emotions to match the environment), *Cognitive skills* (judging the appropriateness of clothing for the situation)

Clackamas Community College Workforce Readiness Objective: *Interpersonal Relations, Attendance, and Appearance*

# Life Balance

## Warm-up: Jenga!

### Discussion

- What is life balance?
- Why is life balance important?
- What happens when our lives become unbalanced?
  - Use Jenga as an example, if necessary.
- What is stress? – Can stress be good? (Eu-stress)
- How does stress affect us?
- What are some *healthy* ways that we can handle our stress / relax?

### Activity #1

- Provide students with *Handout: Collage Activity* handout with a circle in the center of paper. Also provide students with appropriate youthful magazines that they can use to cut out pictures. Students will also need glue sticks and scissors. If scissors are not appropriate or available, students may tear pictures.
- Instruct students to fill the circle in the middle with pictures or words of things they enjoy and that help them relax.
- On the outside of the circle, put pictures or words that cause you stress.
- After everyone has finished, have them share with one another.

### Discussion

- Personal Balance (adapted from Alert Program, 2011):
  - If you feel “revved-up” like you have lots of energy and you are fidgety, how can you relax? Run, play a sport
  - If you have had a stressful day and are angry you probably need to calm down. Try something soothing like yoga or reading. Some people like being out in nature whereas others like being somewhere quiet and relaxing.
  - If you feel anxious: calming
  - Lethargic, don’t want to engage

### Activity #2

- Pending weather, take group down to park for different stations of activities. These stations can include capture the flag, ultimate Frisbee, kick-ball.
- If weather is poor, take the group to indoor activity such as local bowling alley. Students may also stay inside and play various board games- monopoly, apples to apples, card games, etc.

### Review



- It is important to recognize when you are having a stressful day at work. Sometimes we can have a rough day at work and the rest of the day you still feel stressed.
- We need strategies to deal with that stress so we don't get burnt out on jobs that we enjoy.

Module Objectives:

Occupational Therapy Practice Framework component: *Leisure Participation* and *Social Participation*

Occupational Therapy Practice Framework performance skill: *Cognitive skills, Motor and Praxis skills* (for participation in activities), *Communication and Social skills* (in team activity setting), *Emotional Regulation skills* (monitoring emotions and regulating in an appropriate manner, demonstrating appropriate emotions during activities).

Clackamas Community College Workforce Readiness Objective: N/A

## Skills to Maintain Work: Keeping the Job

### Warm-up

- Have students discuss what they have learned while working at Café Market so far (or other job as appropriate).
  - Have they practiced time management?
  - Have they practiced controlling their emotions with difficult and upset customers?
- What has gone well?
- What has been difficult?

### Discussion: A review of Professionalism

- Importance of maintaining high work ethic and professional behaviors.
  - Once we get the job we have to continue to show our supervisor or boss that we deserve to work there and that they made the right choice to hire us.
- What exact skills do you need to keep your job?

### Activity: Group Presentation

- The goal of today is for each team to create a skit that will be performed for the group and video recorded.
- The skits will be on the subjects listed below and must be no longer than 5-10 minutes.
- Each team will consist of up to 3 students
- Student groups will pick a skit theme out of a hat or at random.
- Each group will be given 30 minutes to make up creative skit prior to presenting.
- Inform students that the videos will be used to demonstrate workplace behaviors for future classes. If a student group is uncomfortable with being video recorded, that is acceptable. Still, encourage other students to consider it an opportunity to help teach future students the skills they have learned.

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### Skit Themes:

#### **Time Management.**

If you continually show up late for work or miss work your supervisor will likely think you are not interested in the job and they can find someone who is interested to replace you.

#### **Integrity.**

Your supervisor wants to know that they can trust you. They need to trust that you are honest when representing their company and that you are respectful of customers and co-workers.

#### **Interpersonal Relationships/ Communication.**

This one is really important to maintain positive relationships with your customers, co-workers, and your supervisor.

**Follow- through.**

You need to be able to follow instructions to get the task done. If your supervisor asks you to clean then you are expected to clean. If your supervisor asks you to do something before you leave, write it down to remind yourself to do it later. This shows your supervisor that you were listening and intend to follow through.

**Problem Solving**

Breaking the rules can be tempting sometimes. Say you are expecting a call from a friend while you are at work and while you are helping a customer, your friend calls. It may be tempting to run into the break room to answer the call but talking on your phone is against the rules. Your supervisor will likely understand if something comes up but make sure you tell them ahead of time and get the okay.

**Appearance**

Do you look like someone others would trust to make their food? Are you dressed appropriately for the job? Do you demonstrate good hygiene?

**Module Objectives:**

Occupational Therapy Practice Framework component: *Job Performance*

Occupational Therapy Practice Framework performance skill: *Communication and Social Skills*

Clackamas Community College Workforce Readiness Objective: *Problem Solving*

Long Term Goal:

### Short Term Goal

1)

### Short Term Goal

2)

### Short Term Goal C:

3)

## Solutions

## Solutions

## Solutions

1)

2) \_\_\_\_\_

3) \_\_\_\_\_

1)

2) \_\_\_\_\_

3) \_\_\_\_\_

1)

2) \_\_\_\_\_

3)

Long Term Goal: Obtain Food Handler's Card to Work at Market Cafe

Short Term Goal	Short Term Goal	Short Term Goal C:
1) Find the Food Handler's manual to study before taking the test	2) Study the manual to be prepared to take the test	3) Take the test and get a copy of my food handler's card for my employer
Solutions	Solutions	Solutions
1) <u>Search online for Oregon food handler's card</u> _____ _____ _____  2) <u>Once I find the website I can search on it for how to print a copy of the manual or where to request the manual.</u> _____ _____	1) <u>Read through manual and highlight important points to remember for the test</u> _____ _____  2) <u>Take sample practice quizzes at the end of each section to establish plan for what needs to be studied more before taking actual test.</u> _____ _____  3) <u>Have parents or friends quiz me on important details to make sure I know all the information.</u> _____ _____	1) <u>Find out where to take the test, either online or on paper in an approved facility.</u> _____ _____  2) <u>Bring necessary documents (identification and money) to test to be able to get card after completion.</u> _____ _____  3) <u>Take test as instructed and print off or get copy of card as instructed to give to employer.</u> _____ _____

## **The *DOs* and *DON'Ts* of Work Behaviors**

### **DOs**

- Maintain a good attendance record – Be on time and work required hours
- Orient yourself to the new environment as quickly as you can
- Dress Professionally
- Wash Hands after using the bathroom, blowing your nose, eating, drinking, or touching anything that does has not been recently cleaned.
- Smile ☺
- Be honest
- Keep work at work and home at home: Don't bring personal life to work with you.
- Speak proper English – avoid slang, etc.
- Learn safety rules and obey them
- Learn co-worker names – familiarize yourself with positions and duties
- Always be tactful and courteous
- Don't be afraid to ask questions
- Learn to cope with realities of the work world – Not everything is going to go your way
- Learn to build on what you know
- Be able to take feedback from people

### **DON'Ts:**

- DO NOT: Make personal phone calls, text, or play games while at work.
- NEVER: Come to work intoxicated or having used an illegal substance.
- DO NOT: Curse or Yell at anyone at anytime
- DO NOT: Show chest, stomach (mid-drift), or butt.
- DO NOT: Steal or "Borrow"

## Handout: Stressful Work Situations

You go to work and your co-worker tells you that you have a really nice watch. Because you are working with food you take the watch off. When you go to put it back on later, you realize its gone. You believe your co-worker grabbed it and confront him: What do you do?

Your coworker tells you they will be a few minutes late for work. They walk in 2 hrs late. What do you do?

Your coworker comes in smelling like alcohol or tells you they are drunk or high. What do you do?

When you get to school your friends ask you if you are mad at them. When you ask why, they say because you never didn't return our texts yesterday when you were at work! How do you reply?

Your friend comes into your job and takes something without paying. What do you do?

You have a headache, runny nose, and are sneezing a lot, but are scheduled to work that day. What do you do?

You have a customer that begins to get angry because you made her the wrong drink. How do you react?

Your significant other just broke up with you. You are extremely upset, and when a customer comes in, they ask "How's it going today?!" How do you respond?

Your supervisor says you cant take a break today because its too busy. What do you do?

Your supervisor is angry and is rude to a customer. What do you do?

A coworker says something inappropriate to you that makes you uncomfortable. How do you respond?

## Pointing Activity

1. Group members sit facing group leader or facilitator.
2. Group leader/facilitator picks a subject that all group members will be comfortable talking about (ex. cars, weather, etc) and tells group what the subject topic is.
3. Group leader explains to the group that this activity is focused on **listening and communication**.
4. When a group member is being pointed at by the facilitator they have the floor to talk. However, when the leader points to someone else (randomly) the first person must cease talking and the person who is now being pointed at must continue the former speaker's sentence.
5. The goal is for the group members to listen to what each person is saying and be ready to continue their thought process while adding in your own take on the issue.
6. For example:
  - a. Topic: Weather
  - b. Member 1: "I like when the weather is warm out because cold weather makes me..." (Leader points to another member)
  - c. Member 2: "...irritable because I don't like to be cold, but I prefer hot weather and then staying inside with the..." (Leader points to another member)
  - d. Member 3: "...Air conditioner on. But the problem is that I don't have one right now, making hot weather unbearable... (and the conversation continues until leader decides to switch topics).
7. At least 4 topics should be given, starting from easy to more difficult topics. The purpose of this is to allow the group members to understand the activity and build comfort with the other members and rules of the game.

Example: 1) Cars 2) Travel 3) Fashion 4) Why clear communication is necessary.
8. If group members are participating but do not completely understand the continuation of the prior speakers thought, do not correct them or stop the activity. The reason for this is because it allows the group members to freely express themselves and often leads to the speaker providing great insight into themselves and their thought process.
9. When the activity is over, discuss with the group how they felt throughout the activity and what topics were easier and more difficult to discuss.



# Career Clusters Interest Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<b>BOX 1</b>	<b>Activities that describe what I like to do:</b> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	<b>Personal qualities that describe me:</b> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	<b>School subjects that I like:</b> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	<b>Total number circled in Box 1</b>  <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>

<b>BOX 2</b>	<b>Activities that describe what I like to do:</b> 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	<b>Personal qualities that describe me:</b> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	<b>School subjects that I like:</b> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	<b>Total number circled in Box 2</b>  <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>

<b>BOX 3</b>	<b>Activities that describe what I like to do:</b> 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	<b>Personal qualities that describe me:</b> 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	<b>School subjects that I like:</b> 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	<b>Total number circled in Box 3</b>  <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

**Note:** This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

<http://www.careertech.org/resources/clusters/interest-survey.html>

<b>BOX 4</b>	<b>Activities that describe what I like to do:</b> 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	<b>Personal qualities that describe me:</b> 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	<b>School subjects that I like:</b> 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	<b>Total number circled in Box 4</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

<b>BOX 5</b>	<b>Activities that describe what I like to do:</b> 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	<b>Personal qualities that describe me:</b> 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	<b>School subjects that I like:</b> 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	<b>Total number circled in Box 5</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

<b>BOX 6</b>	<b>Activities that describe what I like to do:</b> 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	<b>Personal qualities that describe me:</b> 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	<b>School subjects that I like:</b> 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	<b>Total number circled in Box 6</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

<b>BOX 7</b>	<b>Activities that describe what I like to do:</b> 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	<b>Personal qualities that describe me:</b> 1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver	<b>School subjects that I like:</b> 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	<b>Total number circled in Box 7</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

<b>BOX 8</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work under pressure.</li> <li>2. Help sick people and animals.</li> <li>3. Make decisions based on logic and information.</li> <li>4. Participate in health and science classes.</li> <li>5. Respond quickly and calmly in emergencies.</li> <li>6. Work as a member of a team.</li> <li>7. Follow guidelines precisely and meet strict standards of accuracy.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Compassionate and caring</li> <li>2. Good at following directions</li> <li>3. Conscientious and careful</li> <li>4. Patient</li> <li>5. Good listener</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Biological Sciences</li> <li>2. Chemistry</li> <li>3. Math</li> <li>4. Occupational Health classes</li> <li>5. Language Arts</li> </ol>	<b>Total number circled in Box 8</b> <div></div>
<b>BOX 9</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Investigate new places and activities.</li> <li>2. Work with all ages and types of people.</li> <li>3. Organize activities in which other people enjoy themselves.</li> <li>4. Have a flexible schedule.</li> <li>5. Help people make up their minds.</li> <li>6. Communicate easily, tactfully, and courteously.</li> <li>7. Learn about other cultures.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Tactful</li> <li>2. Self-motivated</li> <li>3. Works well with others</li> <li>4. Outgoing</li> <li>5. Slow to anger</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts/Speech</li> <li>2. Foreign Language</li> <li>3. Social Sciences</li> <li>4. Marketing</li> <li>5. Food Services</li> </ol>	<b>Total number circled in Box 9</b> <div></div>
<b>BOX 10</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Care about people, their needs, and their problems.</li> <li>2. Participate in community services and/or volunteering.</li> <li>3. Listen to other people's viewpoints.</li> <li>4. Help people be at their best.</li> <li>5. Work with people from preschool age to old age.</li> <li>6. Think of new ways to do things.</li> <li>7. Make friends with different kinds of people.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Good communicator/good listener</li> <li>2. Caring</li> <li>3. Non-materialistic</li> <li>4. Intuitive and logical</li> <li>5. Non-judgmental</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Family and Consumer Sciences</li> <li>4. Finance</li> <li>5. Foreign Language</li> </ol>	<b>Total number circled in Box 10</b> <div></div>
<b>BOX 11</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with computers.</li> <li>2. Reason clearly and logically to solve complex problems.</li> <li>3. Use machines, techniques, and processes.</li> <li>4. Read technical materials and diagrams and solve technical problems.</li> <li>5. Adapt to change.</li> <li>6. Play video games and figure out how they work.</li> <li>7. Concentrate for long periods without being distracted.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Logical/analytical thinker</li> <li>2. See details in the big picture</li> <li>3. Persistent</li> <li>4. Good concentration skills</li> <li>5. Precise and accurate</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Computer Tech/Applications</li> <li>4. Communications</li> <li>5. Graphic Design</li> </ol>	<b>Total number circled in Box 11</b> <div></div>
<b>BOX 12</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work under pressure or in the face of danger.</li> <li>2. Make decisions based on my own observations.</li> <li>3. Interact with other people.</li> <li>4. Be in positions of authority.</li> <li>5. Respect rules and regulations.</li> <li>6. Debate and win arguments.</li> <li>7. Observe and analyze people's behavior.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Adventurous</li> <li>2. Dependable</li> <li>3. Community-minded</li> <li>4. Decisive</li> <li>5. Optimistic</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Government/History</li> <li>4. Law Enforcement</li> <li>5. First Aid/First Responder</li> </ol>	<b>Total number circled in Box 12</b> <div></div>

<b>BOX 13</b>	<b>Activities that describe what I like to do:</b> 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings.	<b>Personal qualities that describe me:</b> 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated	<b>School subjects that I like:</b> 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts	<b>Total number circled in Box 13</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

<b>BOX 14</b>	<b>Activities that describe what I like to do:</b> 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money.	<b>Personal qualities that describe me:</b> 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive	<b>School subjects that I like:</b> 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications	<b>Total number circled in Box 14</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>


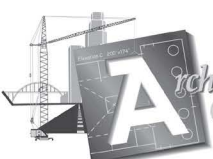







<b>BOX 15</b>	<b>Activities that describe what I like to do:</b> 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise.	<b>Personal qualities that describe me:</b> 1. Detail-oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	<b>School subjects that I like:</b> 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education	<b>Total number circled in Box 15</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

<b>BOX 16</b>	<b>Activities that describe what I like to do:</b> 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another.	<b>Personal qualities that describe me:</b> 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner	<b>School subjects that I like:</b> 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	<b>Total number circled in Box 16</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>








**Disclaimer:** Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



# The Sixteen Career Clusters

<b>1</b>  <b>Agriculture, Food &amp; Natural Resources</b>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<b>2</b>  <b>Architecture &amp; Construction</b>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<b>3</b>  <b>Arts, A/V Technology &amp; Communications</b>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<b>4</b>  <b>Business Management &amp; Administration</b>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<b>5</b>  <b>Education &amp; Training</b>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<b>6</b>  <b>Finance</b>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<b>7</b>  <b>Government &amp; Public Administration</b>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<b>8</b>  <b>Health Science</b>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<b>9</b>  <b>Hospitality &amp; Tourism</b>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

## Career Clusters cont.

<b>10</b>  <i>Human Services</i>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<b>11</b>  <i>Information Technology</i>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<b>12</b>  <i>Law, Public Safety, Corrections &amp; Security</i>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<b>13</b>  <i>Manufacturing</i>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<b>14</b>  <i>Marketing</i>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<b>15</b>  <i>Science, Technology, Engineering &amp; Mathematics</i>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<b>16</b>  <i>Transportation, Distribution &amp; Logistics</i>	<p>Planning, mangagement, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

<http://www.careertech.org/resources/clusters/interest-survey.html>



# Guidelines for Filling Out an Application

(to accompany sample *Application for Employment*)

## Possible Student Questions and Application Components

- **What do I need?** Personal information including your name (write it in the order it asks for: usually last name, then first, then middle initial), address including zip code, phone number, birthday, and how you heard about the job. Also, you will usually need your social security number for the application. How do you find your social security number? Ask your parents/guardians if they have a copy of the card. Or you can follow steps online at [www.ssa.gov](http://www.ssa.gov) (the Social Security Administration website) for how to get a replacement card. Make sure you are writing in pen and very clearly.
- **What if I make a mistake?** If you make a mistake on a paper application, *start a new copy*. Another strategy is to fill the first copy out in pencil to get all the information you need without mistakes. Then copy all the information from the pencil copy onto the second copy with pen.
- **The Education Section.** For education, they want to know where you went to high school and when you are going to graduate. They also ask about college but you fill it out the same as high school. You want to make sure you have the address of your high school and sometimes you even need the phone number. You will usually be asked what the last grade was you finished (if you are a junior, your last completed year would be 10) and sometimes they ask what your GPA was. If you do not know your GPA you can usually ask your guidance counselor to look it up for you.
- **The Work Experience Section.** If you have previous work experience, this is where you put it. You need to fill out the name of your previous job (ie, Al's Pancake World) and the address. You need to have the name of your supervisor and his or her phone number, though sometimes you will just need the general phone number to the job. You will be asked to fill out when you started working at that job (the month and year most often) and what your job title was (ie, pancake flipper) and starting wage in dollar amount (ie, for minimum wage in Oregon is \$8.50 starting 2011). The application will ask if you still work there or not. If not, why did you leave (were you fired or did you quit)? You don't want to give a negative reason for leaving. If you quit because you weren't making enough money you may be able to state that you got another job offer. You also need the date of your last day at the job and your ending wage (maybe you got a raise in your time there so it will be \$9.00/hr instead of minimum wage).

- **Job responsibilities.** This means for Joe, working at Al's Pancake World, his job responsibilities might have included prepping and cooking food, cleaning the kitchen, and mopping the floors and all of that should be written under "job responsibilities".
- **References.** Some applications will ask for names of two to three references, their address and phone number, and how long you have known them. They will specify if they want personal or professional references, or both. A personal reference is someone that knows your personality and knows that you would be a good fit for this job. A professional reference is someone who has worked with you in the past and can say that you are a hard worker. A good professional reference is a previous manager or supervisor that liked you, or maybe a community organization you volunteered with if you don't have any work experience. Sometimes it may even be a teacher who can describe how hard you work in their class and how you are always on time and prepared. Try to pick people you know will give you a good reference and that you have known for at least 1-2 years. You should also give these people a phone call before you turn in your application to tell them that you are going to use them as a reference so they can be prepared to answer any questions if they get a phone call.
- **What might the application ask?**
  - i. Why you want to work there or why that job is a good fit for you.
  - ii. List your strengths and weaknesses.
  - iii. Online applications often will have you take an online questionnaire to determine if your personality fits with the company goals. For example, they might have a question that asks you the best response to a stressful situation or they may have several questions about how you manage your emotions.



# Sample Application for Employment

(for use with module VII: Filling Out an Application for Employment)

## Personal Information

Last Name	First	Middle	Date of birth
Street Address <i>6174 Enigma Dr. #33</i>			Home Phone <i>( 555 ) 121-2012</i>
City, State, Zip <i>Bermuda, Oregon 97406</i>			
Email Address: <i>i-love-breakfast-foods@mail.com</i>	Social Security Number <i>123 - 45 - 6789</i>	Are you over 18 years of age? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Are you legally eligible for employment in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No	What position are you applying for? <i>Waffle Maker</i>		
How did you hear about this job position? <i>From my Aunt Jemima</i>	When are you available to start working? <i>As soon as possible</i>		

Shifts available to work: ☐ Days ☐ Evenings ☐ Nights

Would you prefer to work: ☐ Part-time ☐ Full-time ☐ Temporary

☐ Mondays ☐ Tuesdays ☐ Wednesdays ☐ Thursdays ☐ Fridays ☐ Saturdays ☐ Sundays

## Education

School	Name and location of school	Course of study	Number of years completed	Did you graduate?	Degree or diploma
High School	<i>Der Waffle Haus High School Sandy, OR 97055</i>	<i>N/A</i>	<i>4</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Diploma</i>
College				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Trade School				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other				<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Employment History

1	Company Name		Telephone
	Address <i>534 Yum Yum Lane Portland, OR 97213</i>		Employed (Start Month & Year) From <i>06/10</i> To <i>04/11</i>
	Name of Supervisor <i>Jillian Butterworth</i>		Hourly Rate Start \$ <i>10.00</i> Last \$ <i>11.50</i>
	Job Title	Reason for Leaving	
	Job Duties		
2	Company Name		Telephone
	Address <i>967 SW Orchard Ave. The Dalles, OR 97058</i>		Employed (Start Month & Year) From <i>09/07</i> To <i>06/10</i>
	Name of Supervisor <i>Johnny Appleseed</i>		Hourly Rate Start \$ <i>7.90</i> Last \$ <i>9.00</i>
	Job Title	Reason for Leaving	
	Job Duties		
3	Company Name		Telephone (      )
	Address		Employed (Start Month & Year) From                      To
	Name of Supervisor		Hourly Rate Start                      Last
	Job Title	Reason for Leaving	
	Job Duties		

We may contact the employers listed above unless you indicate those you do not want us to contact.	DO NOT CONTACT
	Employer Number(s) _____ Reason _____

## References

Give below the names of three persons not related to you, whom you have know at least one year.

Name	Address	Business	Phone Number	Years Known
1. <i>Betty Crocker</i>	<i>815 Bisquick Blvd. Mill City, OR 97360</i>	<i>Head Baker at Pies 'R' Us</i>	<i>(555) 437-9200</i>	<i>7</i>
2. <i>Harold Pillsbury</i>	<i>5826 Chex Mix St. #21 Oregon City, OR 97045</i>	<i>Dough boy at Cinnabon</i>	<i>(555) 295-0976</i>	<i>4</i>
3. <i>Oscar Meyer</i>	<i>617 Bologna Dr. Hershey, PA 17033</i>	<i>Gastroenterologist</i>	<i>(555) 822-7435</i>	<i>3</i>

The information provided in this Application for Employment is true, correct and complete. If employed, any misstatements or omissions of fact on this application may result in my dismissal. I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future.

By signing this application I authorize the employer to verify information listed including employment history and references. If a background check is obtained, you must provide, at my request, the name and address of the agency so I may obtain from them the nature and substance of the information contained in the report.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Resume Builder

(From Kristina Guerrero, OTS)

What is your name?

What is your address?

City: State: Zip:

What is your phone number?

Do you have a specific job or goal in mind? What is it?

## What Are Your Interests?

(Note: if you choose more than 3 interests, there is a chance that your resume may print on more than one page.)

- I like to use computers for school and home work.
- I like to play team sports.
- I like playing individual sports.
- I enjoy reading and writing
- I like drawing, art or music.
- Friends often tell me secrets and ask my advice
- I like to set up garage sales, lemonade stands and sell cookies or other items for fundraising events.

## What Responsibilities Have You Had?

(Note: if you choose more than 3 responsibilities, there is a chance that your resume may print on more than one page.)

I help watch younger siblings or baby-sit for others

I do volunteer work through church, scouts, helping elderly neighbors, or other ways.

I do well in school while having many outside activities and interests

I behave in a way which sets a good example for friends, siblings and children younger than me

**What Is Your Best School Skill?** Choose one (1):

I do well in math and science.

I do well in reading and writing

I do well in social studies

I do well in many different subjects

**What are five positive words you would use to describe yourself?**

- 1.
- 2.
- 3.
- 4.
- 5.

**What are five positive words that your friends/family/employers used to describe you?**

- 1.
- 2.
- 3.
- 4.
- 5.

**Special Achievements**

Now, think about the different activities in your life. What have you done that makes you feel good about yourself? Have you won an award? Made something special? Reached a goal? List them below. Include the years you reached the achievements or won the awards.

- 1.

2.

3.

4.

5.

**List five reasons why you should be considered for a job over your competition?**

Be CREATIVE!!! What makes you special? More qualified?

1.

2.

3.

4.

5.

**Jobs You Have Had**

There are many different kinds of jobs for young people. They can range from mowing a neighbor's lawn, babysitting, or volunteering to work at a craft fair. Complete the following blanks if you have worked. Leave them blank if you haven't.

Job Title (such as food server, babysitter):

Name of person or organization for which you worked:

Phone Number of person or organization for which you worked:

Month and year you worked (if it's ongoing, such as babysitting, you can type in something like May 1999 - Current):

Here's room for a second job, if you have had two:

Job Title (such as food server, babysitter):

Name of person or organization for which you worked:

Phone Number of person or organization for which you worked:

Month and year you worked (if it's ongoing, such as babysitting, you can type in something like May 1999 - Current):

### **Your School**

Where do you currently go to school?

School Name:

Town: State:

What grade are you in?

### **Past Schools**

If you have attended other schools in the past, list them here (most recent first):

Past School Name #1:

Town: State: How many years at this school?

What grade did you complete at this school?

Past School Name #2:

Town: State: How many years at this school?

What grade did you complete at this school?

### **List three references (Name, relationship, phone number)**

1.

2.

3.

Students may pick and choose questions to answer. They do NOT need to practice ALL questions.

Questions are adapted from:

Peterson, T. (n.d.). One hundred potential interview questions. Retrieved from <http://career-advice.monster.com/job-interview/interview-questions/100-potential-interview-questions/article.aspx>.

USA Today. (2001). Common interview questions. Retrieved from <http://www.usatoday.com/careers/resources/interviewcommon.htm#more>.

## **Mock Interview Questions**

1. How would you describe yourself?
2. What specific goals, including those related to your occupation, have you established for your life?
3. How has your past experience prepared you for this job?
4. Please describe your ideal job.
5. What influenced you to choose this career?
6. At what point did you choose this career?
7. What specific goals have you established for your career?
8. What will it take to attain your goals, and what steps have you taken toward attaining them?
9. What do you think it takes to be successful in this career?
10. How do you determine or evaluate success? Give me an example of one of your successful accomplishments.



11. Do you have the qualifications and personal characteristics necessary for success in your chosen career?
12. What has been your most rewarding accomplishment?
13. Are you more energized by working with data or by collaborating with other individuals?
14. How would you describe yourself in terms of your ability to work as a member of a team?
15. What motivates you to put forth your greatest effort?
16. Given the investment our company will make in hiring and training you, can you give us a reason to hire you?
17. Would you describe yourself as goal-driven?
18. Describe what you've accomplished toward reaching a recent goal for yourself.
19. What short-term goals and objectives have you established for yourself?
20. Can you describe your long-range goals and objectives?
21. What do you expect to be doing in five years?
22. What do you see yourself doing in ten years?
23. How would you evaluate your ability to deal with conflict?
24. Have you ever had difficulty with a supervisor or instructor? How did you resolve the conflict?

25. Tell me about a major problem you recently handled. Were you successful in resolving it?
26. Would you say that you can easily deal with high-pressure situations?
27. What quality or attribute do you feel will most contribute to your career success?
28. What personal weakness has caused you the greatest difficulty in school or on the job?
29. Do you think that your grades are a indication of your academic achievement?
30. Before you can make a productive contribution to the company, what degree of training do you feel you will require?
31. Describe the characteristics of a successful manager.
32. Why did you decide to seek a position in this field?
33. Tell me what you know about our company.
34. Why did you decide to seek a position in this company?
35. Why do you think you might like to live in the community in which our company is located?
36. Would it be a problem for you to relocate?
37. To what extent would you be willing to travel for the job?
38. Which is more important to you, the job itself or your salary?

39. What level of compensation would it take to make you happy?
40. What are the most important rewards you expect to gain from your career?
41. How would you define "success" for someone in your chosen career?
42. What qualifications do you have that will make you successful in this company?
43. What skills have you acquired from your work experience?
44. What have you learned from your experiences outside the classroom or workplace?
45. What criteria are you using to choose companies to interview with?
46. If you were hiring for this position, what qualities would you look for?
47. How would you describe your leadership skills?
48. What have you accomplished that shows your initiative and willingness to work?
49. What was the toughest challenge you've ever faced?
50. When given an important assignment, how do you approach it?
51. If there was one area you've always wanted to improve upon, what would that be?
52. When you have been made aware of, or have discovered for yourself, a problem in your school or work performance, what was your course of action?
53. What, in your opinion, are the key ingredients in guiding and maintaining successful business relationships?
54. What sorts of things have you done to become better qualified for your career?
55. Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way?

56. Describe an instance when you had to think on your feet to get out of a difficult situation.
57. Describe a time when you were faced with problems or stresses that tested your coping skills.
58. Give me an example of an important goal which you had set in the past and tell me about your success in reaching it.
59. Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?
60. What would you do if a co-worker was not doing their share of the work and you had to always cover for them?
61. What steps do you follow to study a problem before making a decision.
62. How do you determine priorities in scheduling your time? Give examples.
63. Tell me about a time when you had to deal with a difficult person. How did you handle the situation?
64. Tell me about a time you had to handle multiple responsibilities. How did you organize the work you needed to do?
65. What suggestions do you have for our organization
66. What is the biggest mistake you've made?
67. Give me a specific example of a time when a co-worker or classmate criticized your work in front of others. How did you respond? How has that event shaped the way you communicate with others?
68. Give two examples of things you've done in previous jobs or school that demonstrate

your willingness to work hard.

69. What do you do when you are faced with an obstacle to an important project? Give an example.
70. Tell about the most difficult or frustrating individual that you've ever had to work with, and how you managed to work with that person.
71. Describe a situation when you were able to have a positive influence on the actions of others.
72. Recall a situation in which communications were poor. How did you handle it?
73. Describe a time when you had to make a difficult choice between your personal and professional (or academic) life.
74. On occasion we are confronted by dishonesty in the workplace or in school. Tell about such an occurrence and how you handled it.
75. What motivates you to go the extra mile on a project or job?

Student Name: \_\_\_\_\_

# Final Interview Score Sheet

Rate students according to performance components listed below. Each skill area should be clearly designated, circling or marking “needs improvement”, “met expectations”, or “exceeded expectations”. This is designed as a learning tool to increase students’ preparedness for future interviews. If student does not pass, they may request another trial interview to show improvement in skill areas.

Skill Area	Needs Improvement	Met Expectations	Exceeded Expectations
Timeliness	This student arrived late	This student arrived on time	This student arrived early
Appearance	This student was dressed inappropriately (ie, jeans, hair not combed)	This student was dressed appropriately (ie, dress slacks and nice shirt)	This student dressed professionally (ie, shirt ironed, coordinated outfit)
Preparedness	This student did not provide a copy of resume or resume was torn, crumpled.	This student provided a paper copy of their resume	This student provided a crisp copy of their resume on sturdy paper
Meet and Greet	This student stumbled with words, was very casual, no handshake	This student followed the lead of the interviewer in introductions	This student immediately introduced themselves with a handshake
Communication	This student mumbled through responses or stated “I don’t know”	This student was able to reply to responses with minimal or no delay	This student was confident in responses to questions
Focus	This student was distracted in answering questions, rambling, looking around room	This student made minor digressions in answering questions but could refocus without cuing	This student gave direct and appropriate responses to questions and maintained focus throughout
Quality of Discussion	This student was unsure of requirements of the position, did not ask questions	This student knew about the position but did not ask questions about the organization or the position	This student was prepared with a list of questions and was knowledgeable about the position applying for
Finishing the Interview	This student abruptly left the interview or did not give a formal goodbye.	This student gave a formal goodbye and exited appropriately	This student gave a formal goodbye and suggested options for follow-up

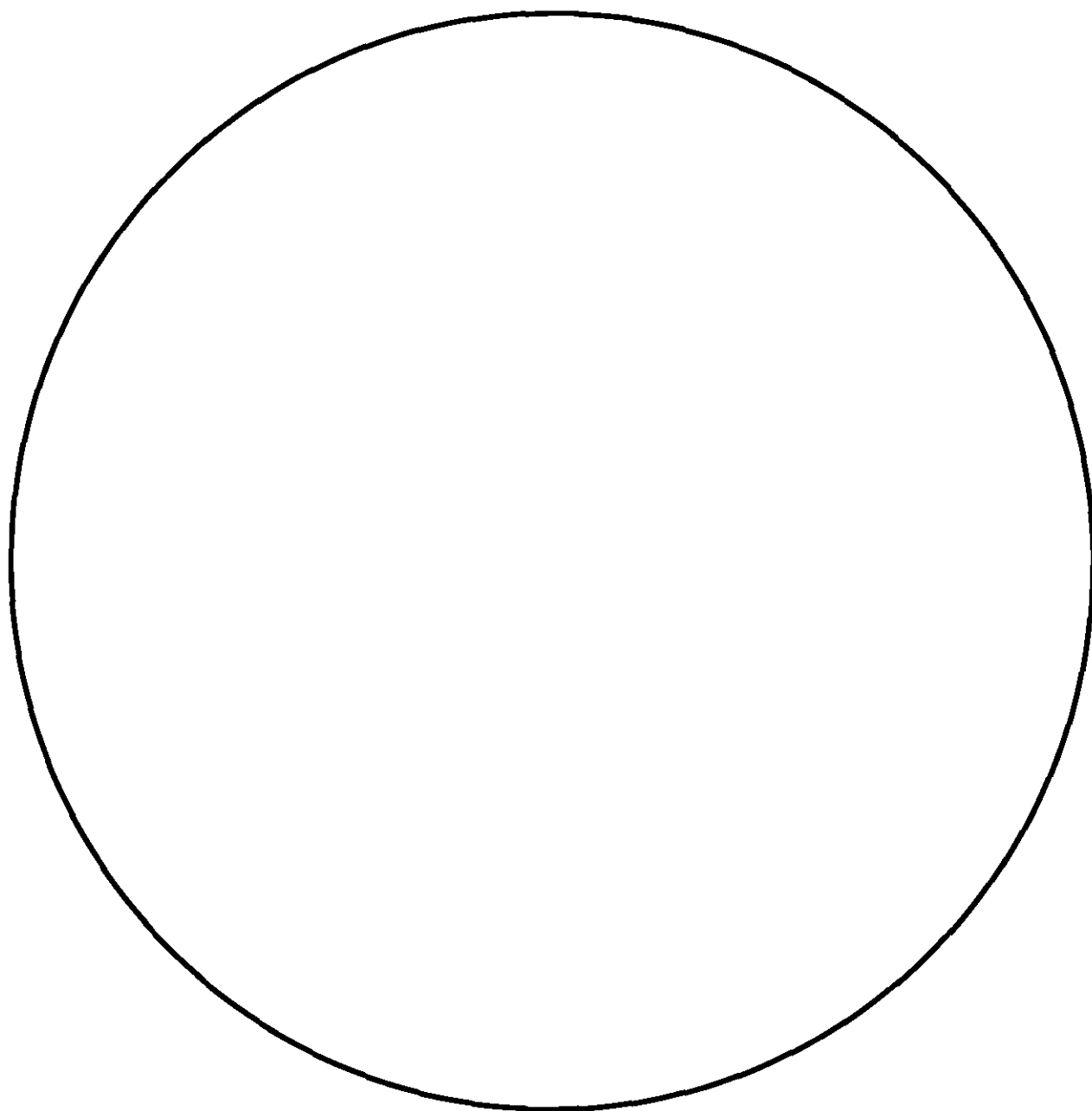
Space for comments provided on back side

Student Name: \_\_\_\_\_

Comments/Suggestions for Improvement:

This student **WOULD** or **NEEDS MORE WORK** (circle one) to get a job offer after this interview.

Scheduled date for re-interview: \_\_\_\_\_





INTERNAL	<p style="text-align: center;"><b>Strengths</b></p> <p>Current capabilities of the organization that are superior to competition and that help meet customer needs or give a significant advantage.</p> <ul style="list-style-type: none"> <li>● AntFarm was awarded a grant with the BLM that will last 5 years.</li> <li>● The executive director has occupational therapy experience working with youth.</li> <li>● AntFarm has a five year lease with the current property meaning there is time to grow and develop within a setting.</li> <li>● AntFarm has an operational website with links for volunteers and financial donations.</li> <li>● AntFarm is located in a central area of downtown Sandy, making it accessible via public transportation.</li> <li>● AntFarm has a variety of collaborations with organizations to establish a client base.</li> <li>● Several foundations have already given financial support or in-kind donations to AntFarm's development, including Meyer Memorial Trust, Spirit Mountain Community Fund, Clackamas County Small Grant Programs, Irwin Foundation, Safeway Foundation, Nike Foundation, Charlotte Martin Foundation, and MERIA Foundation.</li> <li>● Woape was awarded a \$30,000 ARRAS Youth Award in 2009 in partnership with other Clackamas County organizations to develop youth programming.</li> <li>● Woape has prior experience working with adolescents to develop vocational skills with 17 youth participating in a summer work readiness program. Youth demonstrated a 23% increase in work skills and an 18% increase in</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <p>Barriers to success. Areas that might prevent your OT service or organization from achieving advantage or meeting customer needs or strategic objectives.</p> <ul style="list-style-type: none"> <li>● AntFarm is leasing the property in Sandy and does not own any property for future development.</li> <li>● The building AntFarm is leasing has flooded recently due to snowfall which is common in the Sandy area</li> <li>● Construction within the AntFarm property is not completed and relies on volunteers which may be unreliable</li> <li>● Ant Farm does not have consistent revenue meaning they will need to seek opportunities for funding.</li> <li>● The non-profit organization is ineligible for small business loans.</li> <li>● Productivity and outcome measures must be achieved within one year of each grant received.</li> <li>● There is only one full time employee.</li> <li>● AntFarm does not have a strongly developed administrative infrastructure.</li> </ul>
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	<p>work readiness skills by the end of the program.</p> <ul style="list-style-type: none"> <li>• AntFarm has a mechanism for building community support for future fundraising as evidenced by large attendance at volunteer open houses in the months of February and March</li> <li>• AntFarm successfully hosted its first fundraising event, the annual giving dinner (Geometry of Hope), in the fall of 2010.</li> <li>• AntFarm has a partnership with Pacific University to receive student support for program development.</li> <li>• Partnerships have been made with other universities (Ithaca College) for student support with AntFarm programming.</li> </ul>	
<b>E X T E R N A L</b>	<p style="text-align: center;"><b>Opportunities</b></p> <p>What opportunities exist that you could take advantage?</p> <ul style="list-style-type: none"> <li>• Ant Farm is located in Sandy, OR, the “gateway to the mountains”, allowing outdoor opportunity for learning activities.</li> <li>• There is currently support for partnerships to expand AntFarm’s client base through Estacada CTEC services and Sandy’s Community Connections program.</li> <li>• There is a need for a program addressing development of skills for post-secondary education as the dropout rate for Sandy High School (according to the Oregon Department of Education’s 2008-2009 report) is 2% of the population.</li> <li>• Provision of life skill and vocational services through Sandy High School for the at-risk population is constantly being reduced (ie,</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <p>What are the possible events outside of your control that you will need to plan for or help mitigate?</p> <ul style="list-style-type: none"> <li>• The future of AntFarm is unpredictable due to a lack of self-sustaining revenue.</li> <li>• AntFarm is leasing its property and damage may occur rendering the building useless (ie, flooding)</li> <li>• The lease of AntFarm’s property may be broken by the landlord at any point.</li> <li>• Construction within the AntFarm leased property is unreliable with volunteers.</li> <li>• Liability concerns limit opportunities for partnerships in the community, limiting AntFarm’s client base.</li> <li>• Public transportation is limited within Sandy (SAM bus does not run Sundays or past 8pm) limiting evening and weekend participation for youth without transportation.</li> <li>• Transportation of Estacada youth to AntFarm limits participation due to restrictive hours of SAM bus lines.</li> </ul>

	<p>reduced hours of counselors and reduced support from administrative staff, budget cuts) increasing the need for AntFarm programming with this population.</p> <ul style="list-style-type: none"> <li>● Many students not enrolled in school do not want to attend transition services in high school setting meaning AntFarm's community setting may be a better option</li> <li>● Clackamas Community College's SMART internship provides opportunities for students to earn college credit through participating in AntFarm programming for work-based education.</li> <li>● There is a need for local vocational services as youth do not receive these services due to lack of transportation to Oregon City and Milwaukie.</li> <li>● Participation in Harvest of Services provides the opportunity to network with other area providers for continuity of services.</li> <li>● AntFarm provides opportunities for youth employment, paid or unpaid, increasing motivation for participation as jobs in Sandy and Estacada are limited.</li> <li>● There are currently no youth gathering areas that are open past 6:00 pm in Sandy. AntFarm would fill the need for a safe, youth-friendly environment if open in the evening</li> <li>● AntFarm's varied opportunities, such as the Market Cafe, Axis Learning Center, and Art Gallery, broaden the marketing potential for engaging youth.</li> </ul>	<ul style="list-style-type: none"> <li>● Services for vocational training exist within the Oregon Trail School District making AntFarm work skills curriculum redundant for some youth.</li> <li>● AntFarm's target population often lacks parental involvement and/or support limiting youth's access and participation in programming.</li> <li>● Many families within Sandy are distrusting of new service providers due to previous negative experience.</li> <li>● The community of Sandy is fragmented with a lack of service coordination within the provider network limiting AntFarm's potential for gaining clients through networking.</li> <li>● Youth often lack motivation to participate in programming outside of school.</li> <li>● Planning is currently underway for the restructuring of the current high school (scheduled in 2012 after completion of new high school) to become an alternative high school. This would provide similar programming as AntFarm decreasing the need for AntFarm curricula.</li> </ul>
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**Work Behaviors Objectives-Indicators-Evaluations**

<b>3 — Meets or Exceeds</b> Training requirements	<b>2 — Needs to Improve</b>	<b>1 — Does Not Meet</b> Training requirements	<b>N0 — Not Observed</b> At this time
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	<b>Work Behavior Objectives:</b> <i>From Oregon Skill Sets/iMATCH</i>	<b>Behavior Indicators:</b> <i>The supervisor's evaluation of these behaviors will be included with the classroom portion of the grade and not counted with the skill points.</i>	<b>Performance Evaluation</b> <b>Use 1 - 3 rating</b>	
			<b>Mid</b>	<b>Final</b>
		<b>Student will:</b>		
		<b>Date:</b>		
<b>A</b>	<b>Time Management:</b>	Complete jobs on time Look for work to do Prioritize appropriately		
<b>B</b>	<b>Interpersonal Relations:</b>	Cooperate with supervisors Work well with others Accept suggestions Have a positive attitude Seek to understand		
<b>C</b>	<b>Attendance:</b>	Be on time to work and remain until hours are completed Alert supervisor if absent or late for work hours and/or work-related tasks		
<b>D</b>	<b>Appearance:</b>	Dress appropriately for the workplace Exhibit cleanliness and good hygiene		
<b>E</b>	<b>Problem Solving:</b>	Follow rules and all directions Work independently Be accurate and careful Adapt to work conditions Follow through Look for ways to improve, alert to new methods.		

Training Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_